

# Weekly Plan

Name of School:

Class: Year Group R Term: 1 Week Beg.:

Teacher:

<p><b>Teaching objectives:</b>                      ELG: to listen to rhymes, stories and songs and join in with repeated refrains;                      S3: to understand that words are ordered left to right and need to be read that way to make sense;                      Curricular target: to follow instructions to make a chocolate crispy cake..                      Curricular target: to know the one-letter words; "a" and "I".</p>		<p><b>Text/s:</b>                      How to Make Chocolate Crispy Cakes – see <a href="http://www.literacymatters.com/resources.html">http://www.literacymatters.com/resources.html</a>                      Published by Literacy Matters Ltd  <b>Additional Resources:</b>                      Pass the Jam Jim – see <a href="http://www.literacymatters.com/year1T1.html">www.literacymatters.com/year1T1.html</a></p>	
<p><b>Whole class / group – phonics and spelling</b></p>		<p><b>Whole class /group – shared reading and writing</b></p>	
		<p><b>Alternative text/s:</b>                      The Royal Dinner – Kingscourt/McGraw-Hill</p>	
		<p><b>Guided group work</b></p>	<p><b>Plenary</b></p>
Mon	<p>Continue with Progression in Phonics activities (NLS)                      ↓                      Step 2 activities:</p>	<p><b>Reading:</b> Read Pass the Jam Jim or The Royal Dinner or any other suitable book which is about food and has a rhyme. Tell the group / class that you are going to make chocolate crispy cakes. Show the recipe card (you can download it from the Literacy Matters website) and make a shopping list of the things you need.</p>	
Tues	<p>Pebble game (NLS)                      Jingles (NLS)                      Silly sentences can be created from picture cards</p>	<p><b>Talk for Writing:</b> Show the group / class the items you have bought. Match them to your shopping list. Write some labels for each of the items. Read the recipe card and follow the instructions to make the cakes.</p>	
Wed	<p>Focus on letters:  <b>i l t u y j</b>                      Write sight words:                      I a                      ↓</p>	<p><b>Shared writing:</b> Talk about what you did when you made the cakes. Ask the children to tell you what you did first. Recast into a sentence e.g. First I washed my hands. Continue with what you did next e.g. Then I put the chocolate in the bowl. Ask children to reread the sentence with you, point to each word as you read to emphasise the 1:1 correspondence.</p>	
Thur		<p>Continue with additional sentences until you have completed the sequence of making the chocolate crispy cakes. Using the pictures as prompts, encourage the children to retell making the cakes. Praise any use of time language to sequence their recount.</p>	
Fri		<p><b>Supported composition:</b> Model writing a sentence that starts with "I" e.g. I like cakes. Using whiteboards demonstrate the use of the spelling machine (available on website in free resources) to ensure "I" is a written sight word. Do the same for "a". e.g. write labels: a cake, a bowl, a spoon.</p>	